|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.2.19. Write and solve multistep problems in context involving addition, subtraction, multiplication and division with whole numbers, fractions, decimals, money and simple percentages.  **CC.6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?  **CC.6.NS.2** Fluently divide multi-digit numbers using the standard algorithm. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  4.3.5. Investigate and describe the relationship between the number of trials in an experiment and the predicted outcomes.  **Grade 7**  4.3.6. Design and conduct probability experiments to test predictions about outcomes and fairness.  **Grade 7**  4.3.7. Express probabilities as fractions, ratios, decimals and percentages.  **Grade 7**  4.3.8. Find all possible outcomes by systematic listing and counting strategies to solve problems.  **Grade 7** |
| **CCSS but not GLE’s** |